

RIVERSIDE MIDDLE

458 Riverside Street
Pendleton, SC 29670

GRADES 6-8 Middle School

ENROLLMENT 637 Students

PRINCIPAL Kevin Black 864-646-8020

SUPERINTENDENT Dr. Gary Burgess 864-646-8000

BOARD CHAIR Dr. Tom Dobbins 864-646-8000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	20	21	3	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Good	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

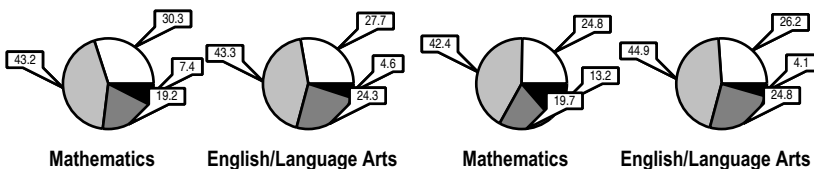
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

93.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Middle Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	595	99.8	27.6	43.4	24.4	4.6	37.0	Yes	Yes
Gender									
Male	295	100.0	34.3	45.0	18.7	2.1	28.4		
Female	300	99.7	21.1	41.8	29.9	7.1	45.6		
Racial/Ethnic Group									
White	447	99.8	24.2	43.2	27.4	5.3	41.3	Yes	Yes
African-American	141	100.0	38.4	44.9	15.2	1.4	23.2	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	507	99.8	22.7	44.3	27.6	5.4	42.5		
Disabled	88	100.0	55.8	38.4	5.8	0.0	5.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	595	99.8	27.6	43.4	24.4	4.6	37.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	595	99.8	27.6	43.4	24.4	4.6	37.0		
Socio-Economic Status									
Subsidized meals	262	100.0	36.1	46.4	15.5	2.0	23.8	Yes	Yes
Full-pay meals	333	99.7	21.1	41.1	31.1	6.6	47.1		

Mathematics - State Performance Objective = 15.5%									
All Students	595	99.8	30.2	43.2	19.2	7.4	38.6	Yes	Yes
Gender									
Male	295	100.0	30.8	43.3	19.4	6.6	36.3		
Female	300	99.7	29.6	43.2	19.0	8.2	40.8		
Racial/Ethnic Group									
White	447	99.8	26.0	43.8	21.2	8.9	42.7	Yes	Yes
African American	141	100.0	44.2	40.6	13.0	2.2	25.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	507	99.8	25.8	43.5	22.1	8.7	43.9		
Disabled	88	100.0	55.8	41.9	2.3	0.0	8.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	595	99.8	30.2	43.2	19.2	7.4	38.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	595	99.8	30.2	43.2	19.2	7.4	38.6		
Socio-Economic Status									
Subsidized meals	262	100.0	41.3	42.5	13.9	2.4	28.2	Yes	Yes
Full-pay meals	333	99.7	21.8	43.8	23.3	11.2	46.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	221	99.1	31.8	38.8	26.9	2.5	29.4
	Grade 7	198	100.0	33.0	50.0	16.5	0.5	17.0
	Grade 8	238	99.6	18.7	60.3	20.1	0.9	21.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	205	100.0	35.1	35.1	23.9	5.9	29.8
	Grade 7	198	100.0	28.0	48.7	21.2	2.1	23.3
	Grade 8	193	99.5	18.8	50.0	25.3	5.9	31.2

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	221	99.5	16.8	41.1	32.2	9.9	42.1
	Grade 7	198	100.0	33.9	37.7	22.4	6.0	28.4
	Grade 8	238	100.0	32.3	55.5	9.1	3.2	12.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	205	100.0	29.3	38.0	21.5	11.2	32.7
	Grade 7	198	100.0	33.2	45.6	16.1	5.2	21.2
	Grade 8	193	99.5	28.0	46.8	19.9	5.4	25.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 637)				
Students enrolled in high school credit courses (grades 7 & 8)	17.2%	Down from 19.0%	14.9%	14.6%
Retention rate	0.8%	Down from 1.7%	2.6%	3.0%
Attendance rate	97.5%	Up from 94.1%	95.9%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.4%		5.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.6%		5.1%	5.3%
Eligible for gifted and talented	19.1%	Down from 20.2%	19.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.3%	Down from 14.9%	14.9%	13.9%
Older than usual for grade	2.2%	Down from 4.9%	3.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.5%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	38.6%	Down from 46.3%	48.2%	48.7%
Continuing contract teachers	68.2%	Down from 85.4%	86.7%	81.7%
Highly qualified teachers**	79.4%	N/A	91.7%	90.4%
Teachers with emergency or provisional certificates	2.9%		3.9%	5.3%
Teachers returning from previous year	86.8%	Down from 90.2%	87.7%	85.1%
Teacher attendance rate	95.7%	No change	94.8%	94.8%
Average teacher salary	\$40,589	Down 2.1%	\$40,958	\$40,566
Prof. development days/teacher	10.0 days	Down from 11.6 days	10.8 days	11.0 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	3.3
Student-teacher ratio in core subjects	22.2 to 1	N/R	22.5 to 1	21.3 to 1
Prime instructional time	92.1%	Up from 88.9%	89.6%	89.3%
Dollars spent per pupil*	\$5,727	Up 3.2%	\$5,690	\$5,821
Percent of expenditures for teacher salaries*	67.2%	Up from 64.4%	62.3%	61.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	98.0%	Down from 99.0%	95.5%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.7%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Riverside Middle School's vision of becoming a world-class school served as the foundation for the 2003-04 school year. Staff, students, parents, and the community partnered in academic and enrichment opportunities in an effort to provide the very best learning opportunities for every child. While the year had many accomplishments to include a successful SACS five-year study, the following are a few of our highlights for the year:

The school's OSS (Out-of-School Suspension) Camp Keeps Kids in Class debuted as an alternative way of keeping students at school as opposed to allowing them to stay at home during suspensions. Designed in boot camp fashion, students received instruction while participating in community service. Year-end figures showed a dramatic drop in suspensions from 360 during the previous year to just fewer than 50 this year. Most noticeable was the improvement in overall student behavior, which significantly improved student learning.

Technology continues to be world-class at Riverside through programs like Tomorrow's Technology Today and Teaching the Teachers. This past year, a fourth computer lab was added providing state-of-the-art resources for Power Point presentations, digital photography, and digital video editing. Students embraced the cutting-edge learning opportunities, and in many cases, assisted teachers in the use of technology in the classroom.

Parent participation continues to be a beacon of light for Riverside. Year-end numbers indicated a tremendous increase in parent involvement. Parents actively participated in academic nights, family lunches with the students, and many other activities, which directly affected the school's success.

Riverside's commitment to student learning led to the school's review of current scheduling practices. With the belief that Additional Time Advances Academic Achievement, staff members developed a schedule that provided an additional 60 minutes per week for core academic classes without cutting time in the exploratory classes. The additional time provided valuable opportunities for skill introduction, reinforcement, and ultimately student learning.

The year ended with Science Success at the forefront as Riverside students excelled at the 2004 Anderson-Oconee-Pickens Science Fair. While thirteen students earned their spot to represent the school, top winner for the night was Riverside's Leanna Repik who posted a perfect score and was named the Grand Prize winner in the Junior Division. In recognition of her outstanding performance, the seventh grader received a certificate and computer system from Wal-Mart, Incorporated. In addition to overall winner, Repik's perfect score of 100 points earned her a \$100 award from the SC Science Council and an additional \$100 award from Wal-Mart, Inc.

World-Class 20/20 is our focus at Riverside Middle as we strive to keep student learning our number-one goal. Our mission remains to prepare confident, lifelong learners and productive citizens through world-class programs, people, and resources.

Rusty Burns, SIC chairman

Kevin Black, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	184	95
Percent satisfied with learning environment	97.4%	68.9%	81.5%
Percent satisfied with social and physical environment	97.4%	70.5%	75.0%
Percent satisfied with home-school relations	95.0%	78.6%	65.6%

*Only students at the highest middle school grade level at this school and their parents were included.